



Government of Bombay
Education & Industries Department

Report of the Committee on
Social Service



REPORT OF THE SOCIAL SERVICE COMMITTEE

Government appointed an informal committee of the following members to formulate an effective and practicable scheme of Social Service Work, suited to conditions obtaining in this Province, which could be undertaken by students of schools and colleges :

- (1) Miss Amy B. H. J. Rustomjee.
- (2) Prof. R. D. Choksi.
- (3) Dr. J. M. Kumarappa.
- (4) Dr. M. N. Natu.
- (5) Mr. M. T. Vyas.
- (6) Mr. A. R. Dawood.
- (7) Mr. K. G. Saiyidain (*Chairman*).

Dr. B. B. Samant, Education Officer under the Educational Adviser, acted as Secretary.

2. *Notes for preliminary study.*—The following notes were provided to members, in advance, for preliminary study and information :—

(a) Social Service through Students—A note prepared by the Educational Adviser's office for the consideration of the Committee.

(b) Compulsory Social Service by University Students—A note prepared by the Education Secretariat.

(c) A note prepared by the Educational Adviser's office on Possible Types of Social Service Work.

A note by Dr. J. M. Kumarappa on how Educational Institutions can undertake the work of organising Social Settlements and a note by Dr. M. N. Natu on the actual organisation of Social Service in Schools were later circulated.

3. *The Meetings.*—The Committee met four times at the Educational Adviser's Office—on the 2nd of August, the 24th of August, the 9th of September and the 5th of November, 1948—to discuss the various issues.

The First Meeting.—The Educational Adviser explained the circumstances leading to the appointment of the Committee and pointed out that, though many sporadic attempts had been made in this direction by individuals and institutions, no systematic effort had so far been made to mobilize the student community for social service. He requested the members to chalk out a practicable programme for different forms of social service appropriate to the students' age-levels.

The Committee first discussed the point whether social service work should be restricted only to college students. The general trend of opinion was that there was sufficient amount and variety of work to provide scope for students of schools as well as colleges,—work in the homes and the neighbourhood, in schools and colleges and in urban or rural areas, specially selected for this purpose.

Dr. Kumarappa explained the need for the establishment of "Community Centres" in association with colleges, which might serve as permanent nuclei for stimulating different types of social work. The various aspects of this question were fully discussed and it was decided to incorporate the suggestion in the Committee's recommendations.

The Second Meeting.—The Committee discussed the various suggestions made by Dr. Kumarappa in his note on how educational institutions can undertake the work of organising social settlements and various other connected suggestions made by the members. The general lines on which Social Service should be undertaken were discussed and elucidated.

The Third Meeting.—The draft of the recommendations to be made to Government was discussed at this meeting. Members of the "Workers' Schools" Committee were also present by special invitation.

The Fourth Meeting.—The Report was approved.

4. The Committee noted that traditions of social service have not been lacking in this country. There have always been thousands of men and women, who devoted their lives to the service of their fellow beings; they did so of their own accord and their individual initiative. There was nothing like an organised scheme of Social Service. But modern life is beset with so many difficult problems—social, economic, political and cultural—and the standard of living and of education amongst the masses is so low and unsatisfactory that sporadic attempts made here and there by individuals or even by institutions are not adequate enough to cope with the overwhelming amount of social service work to be done. Moreover, prior to Gandhiji's movement, the whole stress of education, economic life and political expediency had been on personal advantage and enhancement and in the educated classes, as a whole, there was no urge to undertake social service on a large scale. Gandhiji did, however, bring about some change in their mentality. The recent attainment of freedom by the country and the many new problems and difficulties that have arisen in its wake—the staggering problem of rehabilitation, for example, brought about by the forced migration of millions of people—make it all the more imperative to adopt effective measures for providing the right type of social service wherever it is needed.

The Committee is, therefore, of the opinion that the sporadic attempts so far made by individuals and institutions are not sufficient to cope with the problems of social service in both rural and urban areas.

5. Though some problems can directly be tackled only by Government, there are many others which will have to be taken up by individuals and private social agencies. The field for social work in the country is almost unlimited. The main problem is to decide ways and means of doing it in the best and quickest manner and to find willing workers for the purpose.

One obvious solution is to harness the energies and capacities of the student community and thus provide for it a fruitful channel of constructive self-expression. The idea is not merely to obtain a large army of honorary workers but also to provide a valuable educational experience and opportunity for the students by bringing them into vitalizing contact with the real social problems of the country. During the period of adolescence, particularly between the ages of 16 and 21, there is an innate desire amongst them to be socially useful; they are generally inspired by noble ideals and ambitions. This impulse ought to be utilized to the fullest because it will give them the right social and moral orientation and re-establish living relationship between education and life.

The Committee believes that, in the interest of students themselves as well as the community, it is necessary to mobilize the student community systematically for social work.

6. The question was raised whether social service should be restricted to college students only or extended to school students also. The general trend of opinion was that the field of social work is so vast that there is enough scope and variety of work to suit students of different age-groups. It was also pointed out that the new syllabus in Civics for Standards I—III also expected work of this nature from children in middle school classes and there was no reason why they should be left out of the scheme of social service.

The Committee is of the opinion that there is enough scope for both school and college students to do social work in their own homes and neighbourhood, in their schools and colleges as well as in selected rural and urban areas.

7. It has further to be considered whether social service should be organised on a voluntary or compulsory basis. Mrs. Leelavati Munshi had moved a Bill in the Bombay Legislative Assembly, recommending the introduction of social service by students on a compulsory basis. The Bombay University is making it compulsory for its Medical students to put in at least six months' practical work in villages before they can be considered eligible for obtaining the Degree. In the U. P. a scheme has been drawn up which provides for a certain period of compulsory social service for all Graduates without which they would not be eligible to get their Degrees.

The Committee considered all aspects of the questions, particularly from the point of view of availability of suitable persons to supervise, guide and organise the work and the feasibility of enforcing compulsion over such large numbers of students and getting the right kind of work out of them under the circumstances.

Considering all the factors, it does not appear advisable to the Committee to recommend the introduction of compulsion at this stage. Moreover, the experience of work carried on by interested individuals and organisations in India as also in other countries, for example, the magnificent work done by students in Great Britain during the war emergency—shows that if the movement is organised with imagination and understanding and the right approach is made to students, large numbers may be drawn into the movement without compulsion. The Committee also felt that voluntary social work is likely to be of better quality and do more good to students themselves than compulsory work.

The Committee is, therefore, of the opinion that it is not feasible to enforce compulsion at this stage. Social Service by students should, therefore, in the first instance, be organised on a voluntary basis with the help of persuasion and suitable propoganda but when useful experience has been obtained and traditions of social service have been built up, in many schools and colleges, an attempt should be made to introduce a more comprehensive scheme applicable to all educational institutions.

8. It is, however, essential that there should be not only proper choice of work to suit individual talent and bent of mind but every attempt should be made to secure the active good-will and co-operation of the students and teachers. It will, therefore, be necessary if the movement is to succeed to educate the students as well as the teachers regarding the importance of such work and to strengthen their social consciousness. Such a strong public opinion should be created in its favour that all the citizens—particularly the students and the teachers—will look upon social service as an integral part of the national way of life. Moreover it

is necessary to ensure that the interest and enthusiasm once kindled do not slacken and the activities begun by one group are carried further by the successive groups. The first condition requires a co-operative effort on the part of all concerned— from members of Government to teachers in primary schools—to educate public opinion; the second needs a careful organisation of such work under some keen and responsible individual or committee.

The Committee is of the opinion that to secure the active co-operation of students, teachers and professors, it is necessary that the work in each school, college or centre should be in charge of a keen and well qualified person (or committee) who has his heart in it and is prepared to devote adequate time and attention to it.

9. The colleges which have the necessary resources and facilities can undertake the work of organising social settlements with the following objects:—

- (i) *To encourage a better kind of community life in the locality.*
- (ii) *To take up the regional survey of the locality with reference to housing, health, recreation, industries, family and social life and political and other associations.*
- (iii) *To organise interests of the people in the locality—social, cultural, artistic and intellectual.*
- (iv) *To render needed service to families and individuals.*
- (v) *To co-operate with other agencies in promoting the welfare of the people.*

Some of these activities can be easily conducted in the college itself after the working hours but some activities would require spacious accommodation specially set apart for the purpose. To begin with, the colleges can take up activities that do not demand special accommodation. Use can be made of local halls and Government Labour Welfare Centres, where they exist. Playgrounds would be necessary for outdoor activities.

10. To organise and administer the various social service activities effectively it will be necessary to have a trained social worker on the staff of the college as a full time director of social work. He will have to prepare a plan of work in consultation with those interested in the work of "Social Settlements", to guide and supervise the work done by the students, working in groups, in special areas or fields of activity assigned to them. While it may be possible for many colleges to do a certain amount of social work without any special teacher or professor being in charge, the Committee felt that, in the interest of the development of the movement, it would be a very good thing if, in a few selected colleges, more systematic and organised work could be done on the lines of Social Settlements so as to study problems and difficulties that may arise and deal with them adequately and thus blaze a trail for many other workers in the field. The Committee felt that if Government were prepared to pay a grant equal to the salary of the officer to be appointed, it was likely that a few colleges, keen on doing such work, would come forward to try out the scheme and made their premises and other resources available for the purpose.

This officer when appointed shall have to secure the co-operation of the students and other members of the staff and one of the ways of doing so would be to appoint in each college a small Social Service Committee of interested and influential members of the staff (with the Director of Social Service as a Secretary) to supervise and co-ordinate the work as a whole. It would also be advisable to give this officer an opportunity of meeting the students as a regular lecturer and not merely as a person connected with certain extra-curricular activities.

The Committee examined the question whether such a person would have sufficient work throughout the year and came to the conclusion that there will be enough work for him within the college and outside as he will have not only to secure the active co-operation of the staff and the students, to give talks and organise discussion groups for them, to plan new activities but also to do a lot of fieldwork, to collect relevant data, to establish contacts outside the college, to keep a careful record of work done and to convene conferences of field-workers for exchange of ideas.

The Committee, therefore, makes the following recommendations :—

(a) *For the efficient organisation of such work by colleges, it is advisable that colleges should have on their staff a full-time director or professor of social work, who would be responsible, in co-operation with other teachers, for the organisation of Social Service through the college students.*

(b) *In the case of a few selected colleges, undertaking the work on a large scale and a well organised basis, Government should pay a grant equal to the salary of the officer appointed as director or professor of social work. This officer may work in one college or, where feasible, may be put in charge of work in more than one local college.*

(c) *Colleges, particularly those with a full time director in charge of this work, should establish 'Community Centres' and 'Social Settlements' in suitable localities which might serve as permanent nuclei for different types of social work and the experience of which may be utilized in other centres.*

(d) *The work of the officer in charge of Social Education would be :—*

(i) *To secure the active co-operation of the staff and students ;*

(ii) *To give talks and organise discussion groups for them ;*

(iii) *To plan, guide and supervise the activities so that the students' interest does not flag and work is continuous ;*

(iv) *To carry on field-work, collect relevant information and establish contacts with outside agencies in the field ;*

(v) *To keep a regular record of the work done ;*

(vi) *To convene occasional conferences of workers for exchange of ideas.*

(e) *Each college should appoint a small committee of suitable members of the staff keenly interested in social service work and the proposed director or professor of social work (where he is available) should work in co-operation with it. He should act as the Secretary of the Social Service Committee.*

12. It was the general opinion of the Committee that there was no need for appointing a special teacher for social work in the schools in view of the nature of the work that the pupils are likely to undertake and the time they will devote to it. Supervision can be undertaken by some of the enthusiastic teachers having a natural inclination for such work, provided however they were given necessary preliminary training.

The Committee, therefore, recommends that, in schools, the work should be undertaken by some enthusiastic teachers, who should be given adequate training and other necessary facilities. Such teachers may have to be relieved of a part of their other work in the class room or in supervision of games or extra curricular activities in schools. They should be trained at short refresher courses arranged specially for the purpose.

13. *The introduction of Civics in Standards I—III offers a valuable opportunity to secondary school teachers, which they should utilize to the fullest, to initiate the pupils into this type of work, by giving a practical bias to the syllabus instead of treating it as a merely academic subject. This will be in harmony with the objectives of the Civics syllabus as defined for all types of schools.*

14. Students should take active interest in social work not only in their own school or college and its surroundings but also occasionally—and mostly during the long vacations—in neighbouring rural areas under the supervision and guidance of some enthusiastic teachers. Besides giving a chance for outdoor life to the students, this will afford them valuable opportunities to come in close contact with the life of the villagers.

By properly co-ordinating the activities of different schools in this direction it should be possible to establish a number of well co-ordinated social centres throughout the country. In the beginning it may be advisable to choose such places for camping where some social work has already been undertaken. The camp should be organised at a convenient place from which parties of students can be sent out under group leaders to the surrounding villages to organise varied and useful activities. They can undertake literacy and post-literacy work at social education centres of the type envisaged at the recent Adult Education Conference. They can organise children's play centres, give information to villagers about sanitation, carry on social surveys, undertake village improvement work such as construction of roads and drainage or help in the construction of the village hall or school building or library.

For success in such activities it is necessary that students should feel a genuine urge for them and should be able to identify themselves with the interest and welfare of their fellow men and women in the villages. There is so much work to be done in villages that students with varied talents and temperaments can find the fullest scope for self-expression in it and in addition to rendering useful service to others, they will find that it helps to enrich their life, broaden their outlook and make them more co-operative and tolerant.

Schools should arrange social service camps for students after working out necessary details regarding their duration, site, time and methods of organisation.

15. Such work is ordinarily likely to be of an intermittent type as it is to be carried on through students engaged in their studies. To maintain continuity it may be necessary to arrange the programme so that a new batch of students would join the camp when the previous one is about to return and thus, though each batch may stay there only for one or two weeks, the work can be continued in this adopted village for the whole period of the vacation every year so far as possible. In some cases it would be an advantage to have two or three schools co-operating in the work. Similarly, larger schools can adopt smaller or backward schools and try to help in raising up their standards and equipment as has been tried, we understand, in some instances successfully.

The possibility of schools and colleges adopting certain villages for intensive social work by deputing parties of students for this purpose and of bigger schools adopting smaller schools for such work should be fully explored.

In all localities where social work is undertaken, arrangements should be made for headmasters and principals meeting together from time to time and discussing the progress of work. They should also publish occasionally accounts of their experiences, achievements and difficulties.

16. *The list of different types of possible social service activities prepared by the Educational Adviser's office (vide Appendix I) is comprehensive enough and it is possible for various institutions, to make a selection from it according to their requirements from time to time. The list, however, is only suggestive and new items can be added and modifications made in the light of local conditions.*

17. *Special stress should be laid on specific forms of practical social service like hospital visiting, follow-up of medical inspection in schools, providing entertainment in homes for the disabled, distribution of books, etc., to poor children and work in existing recreational and adult education centres.*

18. Each school can form a small Social Service Committee consisting of the headmaster and two or three assistant teachers interested in social work to plan, direct and organise the work of 'Social Service Squads' formed for this purpose.

Students, voluntarily offering their services, may be grouped together in batches of 16 to 24; they may preferably belong to the same locality, so that they can easily come together for social work under the supervision of their group leaders, who should receive instructions and guidance from the School Social Service Committee. The 'group' may be in charge of different activities at one centre or the same type of activity at different centres, as may be suitable.

Each group should be sub-divided into sections or 'squads' of 6 to 8 students under their 'squad leaders' taking their instruction from the group leader. Each squad should be in charge of a particular activity or particular centre as the case may be.

A special feature of these 'squads' would be that they would be expected to do social work not in a spasmodic manner but from week to week and month to month—both during the term-time and the vacations. For the junior squads, the school, its compound and the home itself may provide ample opportunity of work such as a 'keep-clean campaign,' first-aid, school policing, etc., squads of somewhat older children can work outside the school in town or the village and its vicinity, while to senior students, work may be assigned at a distance from their school, e.g., in the neighbouring villages.

'Social Service Squads' should be organised as active units in all educational institutions and work should be planned on that basis.

19. In a vast country like India, the social problems are different in different areas and groups and they are related to their particular stages of social development. In this respect the urban and rural areas, the advanced and backward groups may differ considerably in their needs and in the interest of success, workers must concentrate on what is practical and urgent in a given locality. There can be no cut and dry solutions of social problems, as they assume new patterns in different areas and call for a spirit of open minded enquiry and varied methods of approach.

It is, therefore, necessary to study the needs of each region and to distribute the work amongst the various local institutions so that overlapping may be avoided.

20. Social workers are often so deeply absorbed in their own constructive programme that they may not find time to think about it critically and to exchange experiences with fellow workers. So it would be useful to survey its progress as a whole periodically. This can be done by the publication of reports, bulletins

and pamphlets. The object of such publications should be to enable the social workers from different fields to exchange ideas and profit by the experience of others working in other regions and other fields of activity.

On behalf of the Tata Institute of Social Sciences, Dr. Kumarappa expressed his willingness to undertake this work, if given financial assistance for the purpose.

It is necessary to publish occasional bulletins both for popularising the movement and for the guidance of the workers.

21. There are many voluntary agencies engaged in social service work, but there is no proper co-ordination of their activities. By giving due publicity to the social service work undertaken in schools and colleges, it is possible that these agencies may utilise the service of students and thus further their activities while at the same time providing a platform of work for the students. In this connection, full use should certainly be made of the organised students' movements like scouting.

The Committee is of the opinion that full publicity should be given to social work being done by students in schools and colleges so that other agencies doing similar work may take their help and some co-ordination of activities may be affected.

22. The students who carry on work in rural areas, particularly during the long vacation through organised Social Service Camps, may make a good beginning and lay the foundations for social education or more healthful living or even initiate small constructional activities. But these will not be maintained and the work is likely to come to a standstill soon after unless an attempt is made to continue it with the help and encouragement of some other agencies. Such agencies can be the various Government departments—like Agriculture, Co-operative, Rural Development, Education—or the non-official organizations like the Kasturba Trust or the Charkha Sangh, etc., which are directly concerned with the life of the villagers. So, as soon as students' social service gets under way, steps should be taken to ensure that the results of this work will not be allowed to go waste but a liaison will be established with these other agencies so that they may carry it further till it finds its roots in the life and the minds of the villagers themselves.

In order to see that the work done in rural areas becomes permanent, the Committee recommends to Government that follow-up work should be organised with the help of the different Government Departments concerned with rural welfare work.

23. *In order to make this work effective in villages, it is necessary to carry out a preliminary survey of the situation to establish contact with villagers, to win their confidence and to organise it in association with them so as to develop local leadership.*

24. While it may not be necessary for certain types of social work to make any special or elaborate arrangements for training the organisers, other forms would certainly require special knowledge and technical skill which can only be imparted by organising training camps for the purpose.

Some persons would require specialized training in the theory and practice of social work which can be provided by instituting Social Service Diplomas at the University. The Tata Institute of Social Sciences conducts a Diploma Course in Social Service but the number of persons trained every year is not commensurate with the demand that may soon arise for such trained personnel. The Institute might well consider the possibility of expanding the scope of its activities in this direction.

As regards other organisers, special courses need to be conducted periodically. Refresher courses will be necessary for training teachers undertaking social work. The training colleges, both secondary and primary, can do a great deal in this respect by

arranging lectures with practical demonstrations wherever possible on social service and by organising social service camps for all students so that every trained teacher may hence-forward have received some minimum training as a social worker also.

It is recommended that all training colleges, both primary and secondary, should stress the importance of social work and discuss its possibilities as part of their training and they should organise every year teachers' social service and scout camps for about ten days. Government should give financial assistance towards the expenses of these camps.

25. In order to make students socially conscious and willing to do manual work, opportunities should be provided for all of them to participate in various forms of constructive practical and manual activities every year as part of the school programme. We understand that the experiment of organising a "Labour Week" in all primary and secondary schools was conducted in the Jammu and Kashmir State and that it had a very good effect on the students' general outlook and character. It gave them a new sense of self confidence and a new consciousness of the dignity of labour and social service. The organisation of something similar in Bombay schools will provide a new orientation to the student's education. During this period all ordinary formal classroom work will cease in all schools for a week and all the children will be engaged in appropriate types of practical activity having social significance. The possibility of this week synchronizing with Gandhi Jayanti Week should be explored.

The possibility of organising a Labour and Social Service Week every year in all schools of the Province, on the lines of the work done in Jammu and Kashmir State should be explored.

26. In order to organise the movement effectively, it is essential to make proper arrangements for its supervision without which there is always the danger of its being side-tracked or dying out. It is the function of an efficient supervision agency to provide both encouragement and direction so that work may be willingly undertaken and intelligently carried out.

The Committee recommends that the headmasters, principals and the special officers to be appointed should be responsible for the work in their own institutions and pending the establishment of some special supervising agency the office of the Educational Adviser should act as the directing centre and should have the necessary personnel for exercising general supervision over the movement which will involve various types of work such as :—

- (1) *Scrutiny of reports received from workers in the field.*
- (2) *Discussion of their difficulties and offer of advice and help.*
- (3) *Setting up a co-ordinating committee of interested workers for planning and discussion.*
- (4) *Collection of suitable literature bearing on the subject and making it available to workers in a usable form.*
- (5) *Organising refresher courses with the help of all available institutions and individuals.*
- (6) *Serving as a bureau of information co-ordinating the activities of the educational institutions with the existing agencies of social service.*

27. The Committee feels that Government as well as educational institutions and non-official agencies should accord suitable approval and recognition in various ways to good work done by students in this field, e.g., when making appointments or granting concessions, preference may be given to those who have rendered

conspicuous social service. In the past, proficiency in games has been greatly stimulated by the honour and encouragement given to outstanding sportsmen by the educational institutions and the public and by Government in the matter of State service. There is every reason why, under the new set up of our national life, we should show equal honour and encouragement (if not more) to those who distinguish themselves by rendering sincere, steady and consistent social service to their fellows in and outside the schools and colleges. A community expresses—as well as inculcates—its real sense of values through the importance it attaches to different types of activities and achievements on the part of its members and we should unhesitatingly mobilise all the resources at our disposal for placing social service higher in our scheme of values than physical prowess or money making or success in securing well paid jobs. It is, therefore, our conviction as well as our hope that, as Government launches the scheme of Students' Social Service, it will stint neither reasonable funds nor requisite personnel nor the active support and encouragement of its officials in making the movement a success.

We have recommended this recognition *not* primarily in the interest of the students in whom we should encourage, so far as possible a desire for service which is disassociated from a desire for reward, but in the interest of the public and the Government which must show a practical appreciation of the value of such work and a readiness to join in it wherever possible. Instead of considering social work as something outside and therefore distinct from our personal work, we must cultivate, as a nation, a new outlook which would link up our career, our profession or our business with our social responsibilities and make the youth as well as the adults duly conscious of their social obligations. The real and abiding reward of such work lies in the satisfaction which it brings to the worker and the joy which it brings to our less fortunate fellow-men and women who are in need of our solicitude. Without the development of such an ideology, it would be impossible, in our opinion, to face the great tasks that lie ahead of us in the immediate future.

We are aware that whenever schemes of this kind are recommended, involving organised work on a voluntary basis done without compulsion and without the lure of payment the usual reaction of most people is that *it cannot be done*. We do not agree with this view because many great achievements can be accounted to the credit of such work in different countries in the world, and in our own country there has been a tradition of self-less service, although it was mainly on a personal rather than a social or organised basis. We should like, in this connection, to invite the attention of the Government to the valuable work done by an international organisation called "The International Voluntary Service for Peace" (I.V.S.P.) which has been carrying on its quiet crusade for "peace through service" since 1920 and has gathered a new momentum during the last few years. It has done useful work not only in war shattered or flood stricken countries of Europe but also in Bihar during the terrible earthquake of 1934 (A Note attached as Appendix II will give some idea of the scope and nature of its activities). The record of what this organisation has done in many countries should be something of an eye-opener for our pessimists. If we do not hold the view that the Indian youth and the Indian adult are by nature incapable of doing many fine things which have been done quite successfully in other countries—and *we* certainly would deny any such allegation—there is no reason why we cannot try out, as part of our scheme of social service some suitable modification of this idea of organising voluntary service camps in which teachers as well as students might participate. It is true that the last few decades have tended to damp our spirit and enthusiasm and our urge for creative work and social service, and any schemes like this may have to contend in the early stages against inertia and scepticism. But, to our mind, the only way of eradicating

this paralysing mental attitude is by actually undertaking a few such projects and carrying them through to success. A sense of achievement thus experienced is the finest antidote against mental laziness and physical helplessness and it also helps to educate public opinion. We trust, therefore, that the programme and the lines of work that we have recommended will receive not only the careful consideration of Government but also the whole hearted and enthusiastic support of students, teachers and all others interested in the welfare of the country.

1. (Signed) Amy B. H. J. Rustomjee.
2. („) R. D. Choksi.
3. („) J. M. Kumarappa.
4. („) M. N. Natu.
5. („) M. T. Vyas.
6. („) A. R. Dawood.
7. („) K. G. Saiyidain.



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APPENDIX I

Possible Types of Social Service Work

Social Service Work would include activities of the following type :—

I—Adult Education, comprising.—

- (1) Making adults literate.
- (2) Conducting post-literacy classes for new literates or those who left the primary school in the middle.
- (3) Organising recitation and reading groups to read poems, stories, information sheets, etc., to illiterates and semi-literates.
- (4) Organising news reading and discussion circles to create enlightened interest in current affairs and train people in the art of discussing controversial matters, in a pleasant and tolerant manner.
- (5) Organising radio groups, wherever possible.
- (6) Arranging talks or courses of lectures on problems of spontaneous interest to adults.
- (7) Imparting general education in :—
 - (a) Principles of *health and hygiene* on topics such as the following :—
 - (i) Consequences of insanitary habits ;
 - (ii) How diseases and epidemics are caused and how people can protect themselves. Use of diagrams and charts, etc., for the purpose ;
 - (iii) Giving instructions in child welfare, prenatal care, care of lactating mothers, etc.,
 - (iv) Giving general instructions in simple 'Home Medicine.'
- (8) Demonstrating better methods of doing things such as :—
 - (i) Building well-ventilated huts, etc. ;
 - (ii) Better methods of cooking and food preservation ;
 - (iii) Improvement of the crude methods used in the rural crafts.
- (9) Imparting social education on topics such as the following :—
 - (i) General knowledge of the world with particular reference to India and the Province in which the adults reside.
 - (ii) Stories from Indian history illustrating Indian life and culture in various periods.
 - (iii) Story of our struggle for independence.
 - (iv) Civics—duties and rights of citizenship, local and provincial and central administration, the Individual and the Society.
 - (v) Principle and practice of co-operation.
 - (vi) Education in moral values and social service.
 - (vii) Rural economics—sales and purchases—how the villagers can get better value of their produce.
 - (viii) Social reforms, social legislation, Indian Social Institutions, etc.
 - (ix) Sympathetic study of the Labour and Industrial problems of the locality.
 - (x) Study of agricultural problems, solving their difficulties, explaining them better methods in agriculture.
 - (xi) Discussion of the special handicaps of the villagers and suggesting how they can help themselves.
 - (xii) Explaining relevant legislation and their rights under it.

10. Establishing classes for teaching simple arts and crafts such as paper making, cane weaving, bamboo-work, fret-work or light carpentry, drawing and painting, sewing and knitting, etc.

11. Staging short plays, musical recitals or other cultural programmes of recreation—not *just* staging things with the adults as spectators but utilizing their interests and talents for the production of the programme. Arranging powadas, bhajans, ballets, purans and if possible magic lantern or cinema shows. Also arranging children's games and children's acting, arranging children's play centres.

12. Visiting hospitals: writing patient's letters, reading newspapers, etc.

II—Manual or Constructive Work.—

(1) Constructing roads—in collaboration with the villagers and under the guidance of some overseer.

(2) Constructing or repairing school buildings or the village hall, if any.

(3) Undertaking the repairs of houses of the invalids, old people or disabled people who have nobody to help them.

(4) Helping in planning out a model well ventilated house.

(5) To lay out village gutters.

(6) Constructing soak-pits, draining tanks or improving them.

(7) Constructing movable latrines.

(8) Constructing bunds and *thalis* for fields to avoid denudation.

(9) Constructing canals, *pats*, etc.,

(10) Constructing windmills, some contrivances to raise water, etc.

(11) Constructing a sundial.

(12) Planting trees.

(13) Undertaking activities in connection with better health such as :

(i) Rat baiting and trapping.

(ii) Spraying disinfectants such as D.D.T. or Gamexeline

(iii) Disinfecting wells.

(iv) Rendering first aid.

(v) General cleansing.

III—Survey Work.—

(1) Conducting geographical or economical surveys.

(2) Detecting unvaccinated children.

(3) Collecting folk tales.

(4) Collecting vital statistics.

(5) Compiling literacy reports.

(6) Making notes regarding the local crafts, local resources, local talents, etc.

APPENDIX II

No. A.E. (H)-2/.

Educational Adviser's Office,
Law College Building :
Bombay 1, 8th October 1948.

SIR,

I am circulating to the members of the Social Service Committee the attached note regarding the activities of the "International Voluntary Service for Peace" organisation which has been carrying on its quiet crusade for Peace through service since 1920 and which has gathered a new momentum during the last few years. It has done useful work not only in war shattered or flood-stricken countries of Europe but also in Bihar during the terrible earthquake of 1934. I would invite them to consider the possibilities of this idea in connection with our scheme for the organisation of Social Service amongst the students. As members are aware, the usual reaction of most people to any such scheme—which involves organised work on a voluntary basis done without compulsion and without the lure of payment—is that it will *not* work. The record of what this organisation has done in many countries should be something of an eye opener for these pessimists. If we do not hold the view that the Indian youth (as well as the Indian adult) is by nature incapable of doing useful things which have been done in other nations and countries quite successfully—and personally, I would deny that allegation indignantly—there is no reason why we should not try out some suitable modification of this ideal of organising voluntary service camps in which teachers as well as students may take part. It is true that the last few decades have tended to damp our spirit and enthusiasm and our urges for creative work and social service and any scheme like this may have to contend, in the early stages, against inertia and scepticism. But to my mind, the only way of eradicating these paralysing mental attitudes is by actually undertaking a few such projects and carrying them through to success. The sense of achievements thus experienced is the finest antidote against mental laziness and physical helplessness and it also serves to educate public opinion.

I suggest, therefore, that members may kindly consider the scheme and come prepared with their suggestions when we meet next to finalise our reports.

K. G. SAIYIDAIN
Educational Adviser to Government.

*International Voluntary Service for Peace (I.V.S.P.) is the British Branch of
Le Service Civil International (S.C.I.) founded in 1920.*

Its aim is to create a spirit of friendship and a constructive attitude towards peace by giving practical help in emergency or by doing work of public usefulness in whichever country it may be needed.

Membership is open to all without regard to race, religion, etc., and service is given voluntarily, no wages being paid to volunteers. No work is undertaken which would be prejudicial to normal paid labour.

Unskilled manual labour has been found, by experience, to be particularly suitable as a means of bringing together groups of people with widely differing skills and different national and social backgrounds.

It has provided a sound training in mutual help, voluntary discipline and international comradeship without any religious, political, racial and social discrimination. Peace treaties and International agreements avail us nothing unless men and women of every nation practise the habit of working together for the common good. Deeds as well as words must express our good intention towards mankind. It was this idea which led to the formation of the I.V.S.P. at the Conference of the International Fellowship of Reconciliation at Billthovea, in Holland, in 1920.

The developments in Europe began in 1924 when work was undertaken to repair damage done by floods in Switzerland and from then onwards services were rendered for varying duration and extent in different countries—undertaking reclamation work after storms, floods, landslides and avalanches. The largest of these was in the principality of Leichtenstein in 1928, when the bursting of the banks of the Rhine flooded the last land of the country. The work occupied six months and 710 volunteers—632 men and 78 women representing 22 countries and 50 different trades and professions—rallied to the call.

In Britain it was the economic disaster of unemployment that gave rise to the opportunity for service. Between the period of 1931-39, work was undertaken in a dozen different localities in Britain to help unemployed refugees and Youth Hostel Associations. The year 1934 took the ideal of I. V. S. P. much further a field—to the earthquake region of Bihar in India. It is believed to have been the first occasion on which Indian and Europeans undertook manual labour voluntarily side by side in a common cause. A model village “Shantipur” is an abiding memorial to its work wherein hundreds of families were rehoused.

On the outbreak of war in 1939, the international activities had to be given up and the members did what they could in their own countries. In Great Britain a large number of Volunteers were able to give reliable services—for instance, afforestation of Hawkeshead in Lake District was undertaken under the direction of the Forestry Commission. Since then activities include certain works in air raid shelters, removal and salvage of furniture and possessions from bombed houses, distributing of food to communal feeding centres, and the treatment of scabies. The volunteers were also on call for civil defence work consequent on emergency. An Agricultural Service was organised under the War Agricultural Committee in Cumberland. Here I.V.S.P. provided the bulk of the labour for the cultivation of over 1,000 acres of land taken over by the Ministry of Agriculture and the gathering of three successive harvests from it as well as the clearance of fresh land for cultivation. A new development at this time was *the organisation of service for young people between 15 to 18 years of age*. The first Youth Camp was held in 1942, to help local farmers with harvest work, and in the first three years of this new activity about 1,400 volunteers had taken part, not only in the harvesting and fruit picking but also in helping to decorate or renovate Youth Hostels, Children's Homes and similar Institutions. Youth service on an international basis has now become an established part of the I.V.S.P.'s activities and a valuable preparation for ~~service~~ and more responsible service later on